

# **DHE Improving Teacher Quality Grant**

## **Request for Proposals**

Cycle-2 Higher Education Grant Competition

Missouri Department of Higher Education  
Department of Higher Education  
3515 Amazonas Drive  
Jefferson City, Missouri 65109-5717



October 1, 2003

Dear Colleagues:

The Department of Higher Education (DHE) is committed to promoting high quality, cost-effective educational opportunities for all of Missouri's citizens. A major challenge to the state is to increase the number of our K-12 students who are well prepared to pursue collegiate-level certificate and degree programs. The state's economic future and the quality of life for its citizens are inherently linked to high educational attainment of Missouri's youth.

The federal funds provided to support the DHE Improving Teacher Quality Grant program provide an opportunity to enhance teacher quality, to increase student achievement and participation in higher education, and to improve the academic preparation of new teachers. The interdependence of higher education and K-12 underscores the importance of working collaboratively to improve Missouri's educational performance. Both nationally and in Missouri, there is a strong correlation between teacher quality and student achievement. A focus on teacher quality will help to increase the number of K-12 students taking the core curriculum in high school so they are well prepared to successfully complete collegiate-level certificate and degree programs.

The Request for Proposals (RFP) for Cycle 2 of the *DHE Improving Teacher Quality Grant*, the higher education grant competition of the U.S. Department of Education (USDE) Title II, Part A, of the *No Child Left Behind Act* of 2001 is a Missouri PreK-16 initiative that promotes quality teaching and learning. An electronic version of this RFP is located at <http://www.dhe.mo.gov/Acadafrs/titleIISAHE.htm>. This competition will award approximately \$1.26 million to improve science education in Missouri's high-need<sup>1</sup> middle and secondary schools by providing professional development to teachers in grades 6-12.

The DHE, in consultation with the Missouri Department of Elementary and Secondary Education (DESE) and the USDE, has decided to strategically target identified deficiencies in science achievement in Missouri's high-need middle and secondary schools. Missouri's higher education system has a responsibility to the state to help prepare the next generation of workers in industries targeted for economic growth: advanced manufacturing, information technology, and the life sciences. A solid foundation in high school science will prepare students to pursue these fields in postsecondary institutions. In turn, the preparation for rigorous secondary school science courses begins with a middle school science curriculum that has high expectations for all students and opens the door to further study in science-related areas.

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<sup>1</sup> A high-need district is one that meets the federal guidelines for poverty and teacher quality as outlined in Sec. 2102 of the *No Child Left Behind Act* of 2001 (see <http://www.ed.gov/policy/elsec/leg/esea02/pg20.html>). Additional information, including a list of eligible middle and secondary schools, is provided in Appendix B.

The Cycle-2 *DHE Improving Teacher Quality Grant* will support high-quality, innovative professional development that is aligned with the Missouri Curriculum Frameworks in Science (<http://www.dese.state.mo.us/divimprove/curriculum/webframeworks/05SC.PDF>). Because of the state's emphasis on the three targeted industries, proposals should focus on three key strands within the state frameworks: Matter and Energy; Force, Motion, and Mechanical Energy; and Living Systems. A fourth strand, Scientific Inquiry, should be integrated into all proposals. Projects should also be consistent with state and national reform efforts in middle and/or secondary school science education. Finally, because of the increasing importance of technology as an instructional strategy for meeting the needs of all learners, proposed projects should incorporate best practices in instructional technology.

A key feature of Cycle-2 *DHE Improving Teacher Quality Grant* projects is their potential impact on the higher education system. Proposals should address this expectation, and may do so by developing partnerships between a postsecondary institution, the Missouri secondary schools from which the institution draws a significant number of new students, and the middle schools that feed those secondary schools. Higher education institutions might also want to consider strategic partnerships with middle schools and secondary schools where they place many of their science teacher education graduates. Regardless of the structure of the partnership, successful proposals will carefully consider how the results of the teacher professional development activity would be used to improve the higher education institution's science teacher preparation program and/or its undergraduate curriculum in the subject area of the professional development program. In addition, the DHE encourages proposals involving collaborative partnerships between two-year and four-year institutions, where all institutional partners play major roles.

While these projects are only funded for a 17-month period, the DHE is committed to demonstrating both short- and long-term goals through evaluation that will continue beyond the end date of these funded projects. Each proposal will be evaluated in part on its expected impact on the long-term goals of the DHE Improving Teacher Quality Grant including:

- Increases in the number of students at high need schools completing the high school core curriculum,
- Increases in science MAP scores and ACT sub-scores of middle and high school students at high need schools,
- Increases in the content knowledge and pedagogy skills of practicing teachers at high need schools,
- Increases in the number of students taking rigorous science courses at high need schools, and
- Better prepared newly-certified teachers (through changes in collegiate-level undergraduate science curriculum based on best practices from these funded professional development projects).

The DHE encourages proposals that will work with a wide array of practicing teachers including those who are using alternative or non-traditional routes to becoming a certified teacher. In addition, partnerships that involve non-profit organizations are also encouraged.

## **Title II Grant Technical Assistance Workshop**

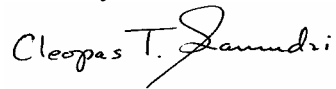
A Cycle-2 *DHE Improving Teacher Quality Grant* technical assistance workshop has been scheduled for Friday October 17, 2003, in Jefferson City at the DHE offices. Please check the DHE homepage regarding directions to the DHE offices and the meeting. If you plan to attend, please RSVP to Ms. Laura Vedenhaupt (Administrative Assistant for Academic Affairs, DHE) at 573-751-1798 no later than Tuesday, October 14, 2003.

### Calendar of Events for the Cycle-2 DHE *Improving Teacher Quality Grant Activities*

Date	Event
Tuesday, October 14, 2003	RSVP deadline for the Grants Technical Assistance Workshop
Friday, October 17, 2003	Grant technical assistance workshop, 9:30 a.m. – 2:00 p.m.
Friday, December 5, 2003	Postmark deadline for proposals
Tuesday, February 3, 2004	Approximate date for awards notification
Friday, October 15, 2004	Preliminary reports due
Thursday, June 30, 2005	End-date for project activities requiring funds from the grant
Friday, July 29, 2005	Final report due
Monday, August 15, 2005	Final reimbursement requests due

Thank you for your interest in providing quality professional development opportunities for teachers in Missouri. Please contact me at any time if you have questions or comments regarding this program. I am excited to have the opportunity to work with you as we continue to seek ways to improve science achievement among Missouri's middle school and secondary school students, and have an impact in higher education.

Sincerely,



Cleopas T. Samudzi, Ph.D.

Senior Associate for Academic Affairs and Planning

DHE *Improving Teacher Quality Grant*, Higher Education Program Coordinator

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# Missouri Department of Higher Education

## Title II, Part A, No Child Left Behind; Cycle-2 DHE Improving Teacher Quality Grant

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## 1. Background

The *No Child Left Behind Act* of 2001 reauthorized the Elementary and Secondary Education Act (ESEA). Title II, Part A, Teacher and Principal Quality Training and Recruiting Fund (referred to as the Cycle-2 *DHE Improving Teacher Quality Grant*), replaces the Eisenhower Professional Development Program. Through Title II funding, the U.S. Department of Education (USDE) supports teacher professional development activities in **core academic subjects**<sup>2</sup> in order to:

- increase the number of **highly qualified teachers** in classrooms;
- ensure that all who teach **core academic subjects** in public elementary and secondary schools are highly qualified; and
- increase student academic achievement through such strategies as improving teacher quality.

In keeping with Missouri's consolidated state plan for the use of federal education funds, the DHE, in consultation with the Missouri Department of Elementary and Secondary Education (DESE) and the USDE, has made a strategic decision to use its Title II funds to improve science achievement in Missouri's high-need middle and secondary schools. Missouri's higher education system has a responsibility to the state to help prepare the next generation of workers in industries targeted for economic growth: advanced manufacturing, information technology, and the life sciences. Over the past six years, Missouri's 7th and 10th grade students have performed below expectations on Missouri Assessment Program (MAP) science test questions related to three key strands of the Missouri Curriculum Frameworks in Science that are central to these industries: Matter and Energy; Force, Motion, and Mechanical Energy; and Living Systems.<sup>3</sup> The Cycle-2 *DHE Improving Teacher Quality Grant* will focus on teacher preparation in these three strands in order to improve student performance and participation in advanced science coursework. A fourth strand, Scientific Inquiry, should be integrated into all proposals. Finally, because of the increasing importance of technology as an instructional strategy for meeting the needs of all learners, proposed projects should incorporate best practices in instructional technology.

Proposed projects should be consistent with state and national reform efforts in middle and/or secondary school science education. All potential project directors and their partners are encouraged to familiarize themselves with the following reports and documents:

- Missouri Curriculum Frameworks in Science, available online at <http://www.dese.state.mo.us/divimprove/curriculum/webframeworks/05SC.PDF>;
- American Association for the Advancement of Science's (AAAS) *Project 2061: Benchmarks for Science Literacy*;
- American Association for the Advancement of Science: *Atlas of Science Literacy*;
- The National Research Council's *National Science Education Standards (NSES)*;
- National Science Teachers Association's *Pathways to the Science Standards: Guides for Moving the Vision into Practice*, High School Edition, 1996; Middle School Edition, 1998; and
- Missouri K-16 Coalition report, "Achievement Gap Elimination," located on the DHE web site at <http://www.dhe.mo.gov/Publications/taskforce.htm>.

Cycle-2 *DHE Improving Teacher Quality Grant* funds that support professional development activities for middle and/or secondary school science teachers are intended to improve science preparation for, and participation and achievement in, higher education. In addition to the low science achievement noted earlier, many of Missouri's high school students take too few science courses in high school to consider majoring in science in college. For example, the number of ACT-tested Missouri high school students

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<sup>2</sup> All terms indicated in bold are defined in Appendix A.

<sup>3</sup> The average percent of raw points earned by these students was 52.8 (Matter and Energy), 36.6 (Force and Motion), and 56.2 (Living Organisms).

completing three or more years of science dropped from 72% in 1999 to 69% in 2003<sup>4</sup>, suggesting that it will be difficult for Missouri to sustain its competitiveness in key industries if students are not sufficiently prepared in high school to continue the study of science in college. Consequently, Cycle-2 *DHE Improving Teacher Quality Grant* projects should be designed to improve documented weaknesses in science preparation and participation at the partnership's higher education institution(s). Proposed projects should also identify how the outcomes of the project's activities would be used to improve the higher education institution's science teacher preparation program and/or its undergraduate curriculum in the subject area of the teacher professional development.

Cycle-2 *DHE Improving Teacher Quality Grant* funds will be awarded to **eligible partnerships** (see Section 3) to design, develop, and provide high-quality professional development for middle and/or secondary school science teachers. Ideally, through efficient use of \$1.26 million in USDE funds, the DHE aims to improve student achievement in **targeted science content areas** for 35,000-60,000 middle and/or secondary school students. The number and size of the awards is flexible and will be based on the quality of the proposal, the number of students served, the specific requirements of the proposed activities, and the cost-effectiveness of the proposed project. Larger proposals, possibly involving collaborations among multiple higher education institutions and/or spanning a wide geographic area are encouraged. The budget request must reflect actual anticipated costs and relate directly to the scope and impact of the work. All proposals will be evaluated based on the budget justification submitted.

## 2. High-Need Schools

Title II programs of the *No Child Left Behind Act* focus on **high-need school districts**. The federal definition of high-need addresses issues of poverty and of teacher quality, because these issues have been most closely linked to low student performance.<sup>5</sup> School districts must meet both criteria to be considered high need.

A high poverty district either serves at least 10,000 children from families below the poverty line, or at least 20 percent of the students enrolled in the district are from families below the poverty line. Because of privacy issues associated with disclosing family income, this RFP has USDE approval to use participation in the free and reduced lunch program as a proxy for the poverty criterion.

A district must also have a low percentage of teachers who are **highly qualified** in order to be a **high need school district**. Each state sets standards for its definition of a highly qualified teacher, which must then be approved by the USDE. The standards set by DESE for a highly qualified teacher result in the vast majority of Missouri's public middle and secondary schools being staffed by highly qualified teachers. Consequently, too few Missouri schools would be eligible to participate in this grant program using the **highly qualified teacher** criterion. With permission from the USDE, the DHE is addressing this challenge by using student achievement in science as a proxy for teacher quality. This approach was deemed appropriate by the USDE because of the national evidence indicating that teacher quality is a strong predictor of student achievement<sup>6</sup>, which has also been documented in Missouri.<sup>7</sup>

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<sup>4</sup> The Missouri ACT: Graduating Class of 2003. Performance on the ACT Assessment. Briefing book prepared by the ACT staff serving the Midwest, August 2003.

<sup>5</sup> Jerald, Craig D. and Ingersoll, Richard M. 2002. *All Talk, No Action: Putting an End to Out-of-Field Teaching*. Washington, DC: Education Trust. Available online at <http://www2.edtrust.org/NR/rdonlyres/8DE64524-592E-4C83-A13A-6B1DF1CF8D3E/0/AllTalk.pdf>.

<sup>6</sup> For example, see Gallagher, H. Alix. 2002. *The Relationship Between Measures of Teacher Quality and Student Achievement: The Case of Vaughn Elementary*. Madison, WI: Consortium for Policy Research in Education. Available online at <http://www.wcer.wisc.edu/cpre/papers/pdf/Vaughn%20TE%204-02.pdf>

<sup>7</sup> For example, see Gallagher, H. Alix. 2002. *The Relationship Between Measures of Teacher Quality and Student Achievement: The Case of Vaughn Elementary*. Madison, WI: Consortium for Policy Research in Education. Available online at <http://www.wcer.wisc.edu/cpre/papers/pdf/Vaughn%20TE%204-02.pdf>

With permission of the USDE, this RFP also uses school rather than school district as its unit of analysis. This allows Missouri to use student and teacher characteristics at the school building as the focus for eligibility to be a K-12 partner, thereby accounting for disparities that are often hidden when averages across all schools in a district are used to determine eligibility.

A list of eligible middle and secondary schools can be found in Appendix B. From the 1998/1999 to 2002/2003 academic years, at least 20 percent of the students in these schools participated in FRL each year. In addition, over this same time period, the eligible schools had Missouri Assessment Program (MAP) average index scores in science of 161 or less.<sup>8</sup> For middle schools and high schools, the 7th and 10th grade science MAP average index scores, respectively, were used to determine eligibility. For high-poverty secondary schools that span the 7th to 12th grade range, if either MAP average index score was below 161, the school is deemed eligible.

### 3. Eligible Partnerships

Funding from the Cycle-2 *DHE Improving Teacher Quality Grant* will be awarded competitively to **eligible partnerships** that include at least:

- (1) the division of a higher education institution that prepares teachers;
- (2) a school or college of arts and sciences at a higher education institution; and
- (3) a **high-need school** or school district.

In some cases, the teacher preparation unit and the school/college of arts and sciences are organizationally integrated. The lead applicant must be one of these three partners. The responsibilities of the lead applicant are outlined in section 9 of this RFP.

An institution of higher education (college or university) is eligible to be a partner if (1) it is accredited by the Higher Learning Commission of the North Central Association (formerly known as NCA); (2) it is chartered in Missouri; (3) it has its principal campus in Missouri; and (4) the proposed project will have a faculty member with expertise in science and/or science education as a project director or one of the project directors.

Partnerships may also include non-profit organizations, the business community, and other organizations that will help to advance the project's goals. A nonprofit organization (NPO) is eligible to partner if: (1) it provides proof of demonstrated effectiveness; (2) it is registered with the Missouri Secretary of State's office as a not-for-profit corporation; and (3) its main office is located in Missouri. Because of the many potential benefits to participating teachers, nonprofit organizations are encouraged to consider collaborating with an institution of higher education. The requirement for proof of demonstrated effectiveness will be waived if an institutional faculty member in education, mathematics, or science serves as a co-director and if the institution of higher education serves as the fiscal agent for the grant.

No individual may play a **major role** in more than one submitted proposal; however, an eligible institution of higher education may be a partner or a lead institution on more than one proposal. The Commissioner for Higher Education will resolve cases of ambiguity regarding eligibility and participation.

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<sup>8</sup> The MAP test has five achievement levels. An Average Index Score of 100 means that 100% of the students performed at the lowest level ("Step One"), and a score of 300 means 100% of the students performed at the highest level ("Advanced"). Average index scores range from 100 to 300 and reflect a distribution of students at different achievement levels. A score of 161 indicates that more students performed in the lower three levels than in the highest two levels.



## 4. Project Requirements, Characteristics, Structure, and Evaluation

### 4.1 Project Requirements

An **eligible partnership** will use the awarded grant for professional development activities for teachers who teach middle and/or secondary school science, to ensure that these teachers have the appropriate subject matter and pedagogical knowledge in science. Specifically, the partnerships will:

1. Design, develop, and provide professional development that
  - is designed to meet the local science education needs of the middle and/or secondary schools in the partnership,
  - will have an identified and measurable impact on student performance,
  - will have an identified and measurable impact on science education at the partner higher education institutions,
  - includes intensive, school-based, job-embedded follow-up, and
  - spans a 17-month period from February 3, 2004, to June 30, 2005.
2. Provide professional development in science to ensure that the participating teachers have the appropriate knowledge in one or more of the following strands of the Missouri Curriculum Frameworks in Science:
  - Matter and Energy,
  - Force, Motion, and Mechanical Energy, and
  - Living Systems.
3. Integrate effective uses of instructional technology and the Scientific Inquiry strand of the Missouri Curriculum Frameworks in Science into the subject matter selected to meet local needs.
4. Support the participating teachers in the implementation of **standards-based** instructional practices in science; and
5. Develop materials in collaboration with the program participants that can be used to support/improve middle and/or secondary school science teaching and learning.

### 4.2 Project Characteristics

Effective professional development programs view teachers as professionals and as active agents of change. Current research suggests that to have significant long-term impact on classroom practices, a high quality teacher professional development program must include opportunities for continuous skill and knowledge acquisition guided by the concerns, interests, and motivations of individual teachers.<sup>9</sup>

Projects supported by the Cycle-2 *DHE Improving Teacher Quality Grant* should:

- actively engage teachers, over time (minimally over the life of the grant),
- be directly linked to improved student learning so that all students meet the Show-Me Standards<sup>10</sup> at the proficient level,
- directly link to district and building school improvement plans,
- be developed with extensive participation of teachers, principals, and other administrators,
- provide time and other resources for learning, practice, and follow-up,
- be supported by district and building leadership,
- provide teachers with the opportunity to reflect on their practices and to give the district feedback on the effectiveness of participation in this professional development activity/experience,
- contain grade-level and/or content-area collaboration and work,
- provide content knowledge related to standards and classroom instruction,
- provide instructional strategies related to content being taught in the classroom,

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<sup>9</sup> Gess-Newsome, J. 2001. The Professional Development of Science Teachers for Science Education Reform: A Review of the Research. Pp. 91-100 in J. Rhoton and P. Bowers, eds. Professional Development: Planning and Design. Arlington, VA: NSTA Press.

<sup>10</sup> See <http://www.desc.mo.gov/standards/>

- provide research-based instructional strategies to the participating teachers, and
- ensure that effective strategies for integrating technology into instruction are used.

#### 4.3. Project Structure

This Cycle-2 *DHE Improving Teacher Quality Grant* RFP welcomes proposals that meet the requirements and have the characteristics described above. Projects may use a "summer institutes" model, utilizing 10-16 day summer workshops. In this model, one professional development day is expected to last at least six (6) hours. In addition, a series of 4-10 one-day workshops are to be conducted during the following academic year. The project activities may be in the form of a course taught in a classroom setting and/or job-embedded format, with optional graduate credit awarded.

Proposals that consider alternative ways of structuring the professional development experience are encouraged. Models that utilize release time during the work day on a regular basis are common practice in other countries<sup>11</sup> and have been a component of professional development schools for many years.<sup>12</sup> While some professional development models will require significant planning for staffing in the K-12 schools and school districts, partnerships that are prepared to propose alternatives to the summer institutes should do so.

#### 4.4. Project and Program Evaluation

Each awarded Cycle-2 project will receive funds that will be used to support an independent evaluation by an evaluation team (herein referred to as **external evaluator**), in an amount proportional to the size of the project award. Each Cycle-2 project must provide assurances that the **external evaluator** will have access to confidential data from both the K-12 and higher education partners.

The Missouri Office of Administration (OA) will administer a separate grant competition (Cycle-2 RFP #2) on behalf of the DHE, in order to select the **external evaluator**, who will have responsibility to ensure ongoing systemic **formative** and **summative** evaluation of funded projects. It is anticipated that the **external evaluator** will be selected by February 3, 2004.

The **external evaluator** will be responsible for measuring, both at the individual project level and for all Cycle-2 projects combined, changes in teachers' content knowledge and instructional practices; improvements in K-12 student achievement; and impacts on higher education.

In designing an external evaluation, consideration will be given to the refinement of project designs for evaluation purposes, e.g., varying specific treatments, gathering data from additional schools and/or classrooms for control purposes, changing sequencing of content, and changing the total number of participants within budget constraints. In addition, the **external evaluator** will determine in consultation with Cycle 2 project directors the data collection methods that will be utilized throughout the life of Cycle-2 grants.

The DHE is committed to demonstrating both short- and long-term effects that result from the expenditure of federal funds in support of Cycle-2 of the *DHE Improving Teacher Quality Grant*. In this context, evaluation of the Cycle-2 projects' effects on students, teacher participants, and higher education programs will continue beyond the end date of the funded projects.

The **external evaluator** will have a team of experts who will have responsibility to begin work immediately with project directors. An evaluation expert from the evaluation team will be assigned by the **external evaluator** to work closely with each Cycle-2 project, to understand fully the objectives of

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<sup>11</sup> National Center for Educational Statistics. 2002. Comparative Indicators of Education in the United States and Other G-8 Countries: 2002 Available online at <http://nces.ed.gov/pubs2003/2003026.pdf>.

<sup>12</sup> Holmes Group. 1990. *Tomorrow's Schools: Principles for the Design of Professional Development Schools*. East Lansing, MI: Holmes Group.

the project, to explore potential redesign questions, and to ensure the efficiency, accuracy, uniformity, and quality of data collected from each assigned Cycle-2 project. The **external evaluator** will also be responsible for the formative assessment of local projects and providing regular feedback to project directors so that they can use it to improve their projects. The **external evaluator** will submit a final report to the DHE by November 30, 2005, and each project director will also receive a copy.

#### *4.4.1. Project Objectives*

The external evaluation team will develop an evaluation plan to measure the achievement of the following objectives within each project, and for all projects:

- Objective 1: Increase teachers' knowledge and understanding of key concepts in at least one of the following three **targeted science content areas**:
  - a) Matter and Energy;
  - b) Force, Motion, and Mechanical Energy; and/or
  - c) Living Systems
- Objective 2: Improve teachers' knowledge/understanding of hands-on, inquiry-centered science that incorporates best practices in instructional technology
- Objective 3: Improve student achievement in the three **targeted science content areas**
- Objective 4: Have a measurable impact on science education at the partnerships' higher education institutions

Project directors may identify additional objectives that meet specific local needs. The evaluation team will collaborate with project directors to design appropriate evaluation strategies for these objectives, develop any new evaluation instruments needed, and implement the evaluation plan. The evaluation team will conduct a training workshop for project directors within two months of the announcement of Cycle-2 project awards, in order to disseminate information about their evaluation plan and ensure uniformity in data collection strategies and evaluation techniques among all Cycle-2 projects.

#### *4.4.2. Local Data Collection*

Each project director must ensure that the following minimum information on teacher participants is gathered:

- name of the participant,
- name of school,
- name of school district,
- grade level taught,
- subject(s) taught by teacher,
- number of students in the teacher's classroom(s),
- poverty level of school, and
- data on teacher quality such as teacher certification status and amount of professional development in science within the past two years.

The project director must also guarantee access and confidentiality to all data used for reporting and evaluation purposes. Project directors must submit a signed Letter of Commitment from K-12 and higher education partners. For each participating school or school district, the letter will confirm that the evaluation team will have access to classroom-level teacher, student demographic and achievement data, other relevant information. For higher education, similar statements are included for access to information about program structure and processes (see **Appendix III-A and III-B**).

## **5. Proposal Guidelines and Format**

Proposals should follow the format outlined below, including all **numbered** and **lettered** headings. **All pages should be numbered.** Proposals that do not follow the format and content guidelines describe below will NOT be reviewed and/or funded. Required forms are provided and listed after Appendix A

and B.

**Cover Page** (form provided)

**Project Abstract** (form provided)

**Table of Contents**

**Budget Summary** (form and instructions provided)

**Budget Justification** (instructions provided immediately following those for the "Budget Summary" form.)

### **Proposal Narrative:**

The proposal narrative should include the following lettered headings in the order given below. Assume that not all reviewers are from the same discipline and, therefore, avoid jargon. **The narrative should be double-spaced (12-point) and should not exceed ten (10) pages in length on standard 8½ x 11-inch paper, with 1-inch margins.** References/citations are included in the page limit. The narrative should not provide an analysis of national needs in science education; it is understood that both authors and reviewers have extensive familiarity with these issues. Be sure to address each topic listed below.

#### **A. Project Management and Collaborative Planning**

A well-conceived management plan is critical to the success of a professional development project. The management plan should include the following components:

1. Evidence that the roles and responsibilities of project personnel are clearly delineated and that the key project personnel are well qualified to perform their duties. Include, in **Appendix I**, the relevant aspects of the curricula vitae or résumés (no more than 2 pages each) for key project personnel.
2. A description of collaboration among the appropriate key personnel (both K-12 partners and higher education partners) in the planning of this professional development project and how they plan to cooperate in the implementation of this project. Consider the following questions/issues in making the case for collaborative planning:
  - a. What role(s) did school administrators and teachers play in planning the proposed project?
  - b. Discuss and provide evidence of collaboration or partnership in the joint development of the proposal. In particular, indicate the way(s) in which the proposal reflects the joint effort of a teacher education program and a science department. Include letters of collaboration/cooperation/support where necessary. (Include this evidence and any letters of support in **Appendix II**.)
  - c. Provide evidence in **Appendix III** that (1) school administrators will guarantee that the evaluation team will have access to classroom-level teacher and student demographic and achievement data and (2) that the project director will guarantee the confidentiality of student, teacher, and school information.
  - d. Partnerships that include collaborations between two-year and four-year institutions are encouraged. Up to four extra points will be awarded for quality partnerships between two- and four-year institutions.

#### **B. Data-Driven Project Design**

1. Describe the science needs of the schools/school districts chosen to participate in this project. How were the needs determined? Present and discuss data showing student performance, **out-of-field teachers**, lack of enough qualified teachers, or other critical measures. Describe how these needs were used to select the project's **targeted science content area(s)** and grade level(s) (middle school and/or secondary school). Indicate the number of teachers the project anticipates serving, and the

number of students that these teachers teach.

2. Describe the sequence of the science content to be taught during the project and how the content is aligned with the Missouri Curriculum Frameworks in Science and any additional district or building curricula.
3. Summarize the **scientifically-based research** on teaching and learning that was used to design the project.
4. Present and discuss data that identify the specific science education needs of the higher education institution(s) in the partnership.
5. Explain how the outcomes of the project's activities will be used to improve the higher education institution's science teacher preparation program and/or its undergraduate curriculum in the subject area of the teacher professional development.

### **C. Project Objectives, Activities, and Characteristics**

1. Working from the list of general objectives in Section 4.4.1, provide a numbered list of four to six specific objectives for the project. Include any local objectives not stated in Section 4.4.1. These objectives should be clearly stated, measurable, and achievable.
2. Explain the proposed project activities and indicate how they address the project's objectives. Refer to the objectives by number.
3. Indicate how the project activities are consistent with the characteristics of effective professional development as outlined in Section 4.2.
4. Demonstrate the integration of scientific inquiry and effective uses of instructional technology into the proposed activities.
5. Provide a timeline for the project, including a tentative activity schedule for the summer, indicating the number of contact hours; include a tentative schedule for the follow-up meetings during the academic year.

### **D. Dissemination**

1. Local
  - a. Explain how information about the project will be shared with other K-12 teachers and school administrators within the participants' schools and/or other schools within the district(s).
  - b. Discuss the strategies that will be used to communicate project results to the education and science departments or divisions in the partnership's higher education, and explain the mechanisms that will be used to incorporate the results into course or programs changes in the partner institutions.
2. Regional: Explain how project results that are useful to other K-12 teachers, school administrators, and higher education institutions will be made available on a statewide basis. Project directors are encouraged to share useful information from their projects at meetings of one of Missouri's science teachers' professional organizations, teacher education organizations, or scientific professional organizations. *Cycle-2 DHE Improving Teacher Quality Grant* will not support out-of-state travel for dissemination purposes; however, project personnel and others are encouraged to locate other funds to support trips to national meetings for dissemination.

## **Appendices:**

### **Appendix I**

Curricula vitae or résumés for key project personnel; document only relevant experiences and limit to two pages per person

### **Appendix II**

- a. Collaborative Planning Document form
- b. Signatures of Participating Teachers, Principals, and Others form
- c. Joint-Effort Document form

- d. Letters of support or collaboration or commitment

### **Appendix III**

Signed commitment from participating K-12 school districts to provide required student, teacher, and school data for project evaluation (form provided)

### **Appendix IV**

Certificate of Assurances (form provided)

### **Appendix V - Summary of Past Project Outcomes**

This appendix must be submitted if:

- a. One or more individuals having a **major role** in the proposed project previously received funds under the CBHE Eisenhower grants program or the Cycle-1 *DHE Improving Teacher Quality Grant*;  
**AND/OR**
- b. The proposed project is a continuation of a project that previously received funds under the CBHE Eisenhower grants program or the Cycle-1 *DHE Improving Teacher Quality Grant*.

## **6. Proposal Submission**

A complete proposal must include:

- 1. Cover Page form;
- 2. Project Abstract form;
- 3. Table of Contents;
- 4. Budget Summary form;
- 5. Budget Justification;
- 6. Proposal narrative, using the format and guidelines in section 5; and
- 7. Appendices, in numerical order using Roman numerals.

The proposal must be submitted in hard copy and electronically.

#### Hard copy submission:

Proposals must be **postmarked** no later than December 5, 2003. Submit **one** unbound original and **five** stapled copies to:

Missouri Department of Higher Education

Attention: Dr. Cleopas T. Samudzi

Senior Associate for Academic Affairs

3515 Amazonas Drive

Jefferson City, MO 65109-5717

#### Electronic submission:

An electronic version of the entire proposal must be submitted in Microsoft Word format no later than December 5, 2003 to: [cleo.samudzi@mocbhe.gov](mailto:cleo.samudzi@mocbhe.gov)

## **7. Review of Proposals**

Late or incomplete proposals, proposals for activities not within program guidelines or the appropriate time frame, and proposals from ineligible partnerships are not eligible for funding and will not be reviewed. Proposals will be reviewed and rated, using both quantitative and qualitative criteria, by a panel of qualified representatives from colleges, universities, schools, state agencies (including DHE and DESE), professional organizations, and/or business and industry. The DHE will make the final decision on grant awards. The proposal scoring rubric is shown below. As noted earlier, up to four extra points

may be awarded to proposals involving collaboration between two-year and four-year institutions.

### Quantitative and Qualitative Evaluation of Proposals

	Proposal Component:	Points/Rating
<b>Quantitative Evaluation</b>	A. Project Management and Collaborative Planning	10
	B. Data-Driven Project Design	15
	C. Project Objectives and Activities	20
	D. Dissemination	5
<b>Qualitative Evaluation</b>	Rate the effectiveness of the proposal in presenting a comprehensive plan for a professional development program that will be sufficiently sustained, intensive and of high enough quality to have a lasting and positive impact on teachers' content knowledge and classroom performance.	High Above Average Average Low
	Rate the proposed project's potential for the improvement of middle and/or secondary school students' science achievement in <b>targeted science content areas</b> .	High Above Average Average Low
	Rate the proposed project's potential for the improvement of undergraduate teacher preparation and/or science courses and programs in the <b>targeted science content areas</b> .	High Above Average Average Low
	Considering the proposed project as a whole, rate the overall importance of funding this proposal.	High Above Average Average Low

## 8. Announcement of Awards

Awards will be announced on or about February 3, 2004, and are subject to the availability of federal funds. Decisions regarding the relative merit of competing proposals are considered final, in accord with Federal Register Vol. 54, No. 153, Subpart B, Section 208.11(b)(3)(ii)(B), Rules and Regulations. An institution or partnership with a grievance regarding the awards for this grant cycle must make its intent to appeal known to the DHE within 14 days of the announcement of awards. Further information concerning the grievance process is available from the DHE office (see Section 6 for contact information).

## 9. Grant Administration Regulations

**Notice to all applicants:** Every institution or partnership receiving funds from the *DHE Improving Teacher Quality State Grants* is required to sign a contract. This contract obligates the project directors and their institutions or partnerships to follow program administration regulations. In all future competitions, a proposal may be screened out prior to the review process if the applicant who previously received funds from this program failed to follow the administrative regulations of the program in an effective manner.

### 9.1 Accounting and Auditing Procedures

When two or more eligible institutions collaborate on a proposal, only one may be designated as the lead institution and fiscal agent for the grant. The lead institution in the partnership is responsible for:

- Administering the grant received through the *DHE Improving Teacher Quality State Grants*,

including continuation grants, through a separate account (shifting funds between two different *DHE Improving Teacher Quality Grant* cycles is not permitted);

- b. Assuming full responsibility for any cost overruns;
- c. Ensuring that its auditing and accounting procedures comply with OMB Circulars A-122, A-128 and A-133, as applicable;
- d. Retaining a copy of all related fiscal records for five years after the project's end-date;
- e. Sending to the DHE a copy of the complete audit report and any findings for each fiscal year in which grant monies were expended; and
- f. Complying with all provisions of the Certificate of Assurances submitted with the grant proposal.

## 9.2 Requesting Funds

The award contract will state a start-date and an end-date for the project. Expenditures incurred outside those dates will not be reimbursed. Any request for a change in start- or end-date must be submitted at least two weeks in advance in writing.

The authorized institutional officer may request reimbursement of funds up to three times by submitting an official "Cycle-2 Request for *DHE Improving Teacher Quality State Grants*" form. The final budget request must be received at the DHE office within thirty days of the project's end-date. The final one-third of project funds will not be released until the final report of the Cycle-2 project has been received by DHE.

## 9.3 Re-Allocating Funds in the Budget

Any changes in the personnel budget must be submitted to the DHE in advance and in writing. However, re-allocations of funds between budget items may be done at the discretion of the project director and the recipient institution/partnership if the amount of funds involved is less than 10% of the total *DHE Improving Teacher Quality State Grants* budget for the project (10% is the sum of total requests.) All such changes must be tracked and documented in writing to the DHE prior to the final funds request for the project.

## 9.4 Reporting Requirements

The following reports must be submitted to the DHE:

### a. Preliminary Report

This report, which includes data on all participants in project activities between the initiation of the project (February 3, 2004) and September 30, 2004, must be submitted no later than October 15, 2004. The appropriate forms will be made available on the DHE website. Project directors are expected to collect the following information on each teacher participant at the beginning of the project to be included in this report: name of participant, name of school, name of school district, grade level, subject taught by teacher, whether or not the teacher is licensed, highest degree achieved by teacher, number of students in the teacher's classroom for the coming school year, and poverty level of school.

### b. Final Report

The final report is narrative and should not exceed ten pages, excluding attachments. It must be submitted by the project director within thirty days of the project's end-date of June 30, 2005. This report must document the effectiveness of this program, and should include the following:

1. The project activities, including a discussion of any substantive modifications to the original plan;
2. The degree of success reached in achieving project objectives;
3. Description of the modules created from the project;



4. Dissemination of project information (include a copy of any publication that results from the grant);
5. Data on student achievement associated with, and/or attributable to, the project; and
6. Teacher participant data, including the following information for every teacher participant: name of participant, name of school, name of school district, grade level, subject taught by teacher, whether or not the teacher is licensed, highest degree achieved by teacher, number of students in the teacher's classroom, and poverty level of school.

c. Program Compliance Audit Checklist

The Compliance Audit Checklist form, together with the final budget request form (both forms will be made available on the DHE website), must be submitted by the authorized officer of the lead institution within thirty days of the project's end-date of June 30, 2005.

### 9.5 Number of Students Impacted

The size of the award is based, in part, on the projected number of students impacted by the project. If this number is less than anticipated, it is expected that participant expenditures for the grant will be reduced accordingly. If the participant enrollment is 75 percent or less of the level for which the grant was approved, DHE approval is required before proceeding with project expenditures and activities.

### 9.6 Grant Personnel

It is the responsibility of the recipient institution/partnership to obtain approval from the DHE for making changes in personnel, particularly at the project director and co-director levels.

### 9.7 Site Visits

During the time period covered by this award, a site visit from the DHE Title II Grant Coordinator or another representative of the DHE should be expected. One or more members of the evaluation team will also be visiting the project on a regular basis, in consultation with the project director.

### 9.8 Attribution

Program advertisement brochures, written materials distributed to participants, and all disseminated materials must bear the following acknowledgement (with the appropriate figures/numbers inserted):

“Funds for this project were provided by a grant from the Title II, Part A, of the *Improving Teacher Quality State Grants* administered by the Missouri Department of Higher Education. The total costs of the project were financed with \$\_\_\_ (\_\_\_%) in federal funds and \$\_\_\_(\_\_\_%) from non-governmental sources.”

### 9.9 Copyrights and Patents

Copyrights, patents, and other proprietary interests resulting from the grant activities are governed by applicable federal regulations and local institutional policies.

## Appendix A: Definition of Important Terms

**Core Academic Subject:** English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, or geography.

**Eligible Partnership:** An affiliation of a private or public institution of higher education and the division of the institution that prepares teachers; a school of arts and sciences at a higher education institution; and a high-need school district or school. It may include another school district, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another institution of higher education, a school of arts and sciences within such an institution, the division of such an institution that prepares teachers, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, principal organization, or a business.

**External Evaluator:** An individual or team selected by the Missouri Department of Higher Education through a competitive process to use formative and summative methods of evaluation to analyze the effectiveness of all Cycle-2 *DHE Improving Teacher Quality Grant* funded projects.

**Formative Evaluation:** A method of judging the effectiveness of a program while the program activities are happening, in order to obtain feedback that can be used to improve the program or activities. Formative evaluation focuses on the processes by which the activities are conducted.

**High-Need School District:** A school district that either serves no fewer than 10,000 children from families with incomes below the poverty line or has no less than 20 percent of the children served by the district from families with incomes below the poverty line and has either a high percentage of teachers who are not teaching in the academic subjects or grade levels in which they were trained to teach or has a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

### Highly Qualified Teacher:

- 1) The term “highly qualified teacher,” when used with respect to any public elementary school or secondary school teacher teaching in Missouri, means
  - the teacher has obtained full state certification as a teacher (including certification obtained through alternative routes to certification) or passed the state teacher licensing examination and holds a license to teach in Missouri, except that when the term is used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the certification or licensing requirements set forth in Missouri’s public charter school law; and
  - the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis.
- 2) When the term “highly qualified teacher” is used with respect to
  - a) An elementary school teacher who is new to the profession, it means that the teacher has met the requirements of paragraph (1) above and
    - holds at least a bachelor's degree and
    - has demonstrated, by passing a rigorous state test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a state-required certification or licensing test(s) reading, writing, mathematics, and other areas of basic elementary school curriculum).
  - b) A middle school or secondary teacher who is new to the profession, it means that the teacher has met the requirements of paragraph (1) above, holds at least a bachelor's degree, and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by:
    - passing a rigorous state academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a state-required certification or licensing test(s) in each of the academic subjects in which the

- teacher teaches) or
  - successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing.
- 3) When the term “highly qualified teacher” is used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, it means that the teacher has met the requirements of paragraph (1) above, holds at least a bachelor's degree, and
  - a) has met the applicable standard in the clauses of subparagraph (B), which includes an option for a test or
  - b) demonstrates competence in all the academic subjects in which the teacher teaches, based on a high, objective, uniform state standard of evaluation that:
    - is set by Missouri for both grade-appropriate, academic, subject-matter knowledge and teaching skills;
    - is aligned with challenging state academic-content and student academic-achievement standards and has been developed in consultation with core content specialists, teachers, principals, and school administrators;
    - provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;
    - is applied uniformly to all teachers in the same academic subject and the same grade level throughout the state;
    - takes into consideration, but is not to be based primarily on, the time the teacher has been teaching in the academic subject;
    - is made available to the public upon request; and
    - may involve multiple objective measures of teacher competency.

**Highly Qualified Charter School Teacher:** A charter school teacher who teaches core academic subjects must comply with all provisions in Missouri’s charter school law regarding certification or licensure requirements. A teacher in a charter school does not have to be licensed or certified by the state if the state does not require such licensure or certification. However, teachers of core academic subjects in charter schools must meet the other requirements that apply to public school teachers, including holding a four-year college degree and demonstrating competence in the subject area in which they teach.

**Major Role:** “Major role” is defined as having key responsibilities such as those of a project director, co-director, or consultant, or it may also be defined in terms of the amount of money received in compensation from the grant (i.e., an individual may not receive more than 1% of the total grant request if that individual is participating in more than one grant).

**Out-of-Field Teacher:** This term defines a teacher who is teaching an academic subject or at a grade level for which the teacher is not highly qualified.

**Principal:** Individual who has administrative responsibility for the operation of a school. The term “principal” also includes an assistant principal.

**Scientifically-Based Research:** The term “scientifically-based research” means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs and includes research that:

1. employs systematic, empirical methods that draw on observation or experiment;
2. involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
3. relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;

4. is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions, with appropriate controls to evaluate the effects of the condition of interest and with a preference for random-assignment experiments or other designs to the extent that those designs contain within-condition or across-condition controls;
5. ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, to offer the opportunity to build systematically on their findings; and
6. has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

**Summative Evaluation:** A method of judging the effectiveness of a program at the end of the program activities. Summative evaluation focuses on the outcomes of program activities.

**Targeted Science Content Areas:** The three content strands of the Missouri Curriculum Frameworks in Science that must be the focus of proposed teacher professional development activities: Matter and Energy; Force, Motion, and Mechanical Energy; and/or Living Systems.

## Appendix B: High-Need Missouri Middle and Secondary Schools in Science

District Name	School Name
ADAIR CO. R-II	ADAIR COUNTY HIGH SCHOOL
APPLETON CITY R-II	APPLETON CITY HIGH SCHOOL
BAKERSFIELD R-IV	BAKERSFIELD HIGH SCHOOL
BEVIER C-4	BEVIER HIGH SCHOOL
BLUE EYE R-V	BLUE EYE HIGH SCHOOL
BOONVILLE R-I	LAURA SPEED ELLIOTT MIDDLE SCHOOL
BOSWORTH R-V	BOSWORTH HIGH SCHOOL
BRAYMER C-4	BRAYMER HIGH SCHOOL
BRECKENRIDGE R-I	BRECKENRIDGE HIGH SCHOOL
BRONAUGH R-VII	BRONAUGH HIGH SCHOOL
BUCKLIN R-II	BUCKLIN HIGH SCHOOL
CAINSVILLE R-I	CAINSVILLE HIGH SCHOOL
CAMPBELL R-II	CAMPBELL HIGH SCHOOL
CARROLLTON R-VII	JUNIOR HIGH SCHOOL
CARUTHERSVILLE 18	CARUTHERSVILLE MIDDLE SCHOOL
CENTER 58	CENTER SENIOR HIGH SCHOOL
CHADWICK R-I	CHADWICK HIGH SCHOOL
CHAFFEE R-II	CHAFFEE JUNIOR - SENIOR HIGH SCHOOL
CHARLESTON R-I	CHARLESTON MIDDLE SCHOOL
CHILHOWEE R-IV	CHILHOWEE HIGH SCHOOL
CLARKTON C-4	CLARKTON HIGH SCHOOL
CLEARWATER R-I	CLEARWATER HIGH SCHOOL
COLUMBIA 93	JOHN B. LANGE MIDDLE SCHOOL
CRAIG R-III	CRAIG HIGH SCHOOL
CRAWFORD CO. R-II	CUBA MIDDLE SCHOOL
CROCKER R-II	CROCKER HIGH SCHOOL
DELTA C-7	DELTA C-7 HIGH SCHOOL
DELTA R-V	DELTA HIGH SCHOOL
DORA R-III	DORA HIGH SCHOOL
EAST PRAIRIE R-II	EAST PRAIRIE HIGH SCHOOL
EXETER R-VI	EXETER HIGH SCHOOL
FAIR PLAY R-II	FAIR PLAY HIGH SCHOOL
FERGUSON-FLORISSANT R-II	BERKELEY HIGH SCHOOL
FERGUSON-FLORISSANT R-II	BERKELEY MIDDLE SCHOOL
FERGUSON-FLORISSANT R-II	CROSS KEYS MIDDLE SCHOOL
FERGUSON-FLORISSANT R-II	FERGUSON MIDDLE SCHOOL
FERGUSON-FLORISSANT R-II	MCCLUER HIGH SCHOOL
FORT OSAGE R-I	OSAGE TRAIL MIDDLE SCHOOL
GALENA R-II	GALENA HIGH SCHOOL
GIDEON 37	GIDEON HIGH SCHOOL
GILMAN CITY R-IV	GILMAN CITY HIGH SCHOOL
GRANDVIEW C-4	GRANDVIEW MIDDLE SCHOOL
GRANDVIEW C-4	GRANDVIEW SENIOR HIGH SCHOOL
GREENVILLE R-II	GREENVILLE HIGH SCHOOL
HANCOCK PLACE	HANCOCK PLACE MIDDLE SCHOOL
HANCOCK PLACE	HANCOCK SENIOR HIGH SCHOOL
HAYTI R-II	HAYTI HIGH SCHOOL
HAZELWOOD	HAZELWOOD EAST HIGH SCHOOL
HAZELWOOD	KIRBY JUNIOR HIGH SCHOOL
HICKMAN MILLS C-1	ERVIN JUNIOR HIGH SCHOOL
HICKMAN MILLS C-1	RUSKIN HIGH SCHOOL
HICKMAN MILLS C-1	SMITH-HALE JUNIOR HIGH SCHOOL
HICKORY CO. R-I	SKYLINE HIGH SCHOOL
HIGBEE R-VIII	HIGBEE HIGH SCHOOL

<b>District Name</b>	<b>School Name</b>
HOLCOMB R-III	HOLCOMB HIGH SCHOOL
HURLEY R-I	HURLEY HIGH SCHOOL
HURLEY R-I	HURLEY HIGH SCHOOL
INDEPENDENCE 30	WILLIAM CHRISMAN HIGH SCHOOL
IRON CO. C-4	VIBURNUM HIGH SCHOOL
JENNINGS	JENNINGS HIGH SCHOOL
JENNINGS	JENNINGS JUNIOR HIGH SCHOOL
KANSAS CITY 33	ALTA VISTA CHARTER SCHOOL
KANSAS CITY 33	CENTRAL MIDDLE SCHOOL
KANSAS CITY 33	CENTRAL SENIOR HIGH SCHOOL
KANSAS CITY 33	CLIFFORD H. NOWLIN MIDDLE SCHOOL
KANSAS CITY 33	DON BOSCO EDUCATION CENTER
KANSAS CITY 33	GENESIS SCHOOL INC.
KANSAS CITY 33	HOGAN PREPARATORY ACADEMY
KANSAS CITY 33	J. A. ROGERS MIDDLE SCHOOL
KANSAS CITY 33	K C MIDDLE SCHOOL OF THE ARTS
KANSAS CITY 33	M. L. KING MIDDLE SCHOOL
KANSAS CITY 33	N.E. LAW & PUBLIC SERVICE MAGNET
KANSAS CITY 33	NORTHEAST MIDDLE SCHOOL
KANSAS CITY 33	PASEO ACAD. OF PERFORMING ARTS
KANSAS CITY 33	PAUL ROBESON MIDDLE SCHOOL
KANSAS CITY 33	SOUTHEAST HIGH SCHOOL
KANSAS CITY 33	SOUTHWEST CHARTER SCHOOL
KANSAS CITY 33	UNIVERSITY LEADERSHIP ACADEMY
KANSAS CITY 33	URBAN COMMUNITY LEADERSHIP ACADEMY
KANSAS CITY 33	VAN HORN HIGH SCHOOL
KANSAS CITY 33	WESTPORT COM. SEC. CHARTER SCHOOL
KENNETT 39	KENNETT HIGH SCHOOL
KENNETT 39	KENNETT MIDDLE SCHOOL
KING CITY R-I	KING CITY HIGH SCHOOL
KINGSTON K-14	KINGSTON HIGH SCHOOL
KINGSTON K-14	KINGSTON MIDDLE SCHOOL
KINGSVILLE R-I	KINGSVILLE HIGH SCHOOL
LA PLATA R-II	LA PLATA HIGH SCHOOL
LACLEDE CO. R-I	CONWAY HIGH SCHOOL
LAKELAND R-III	LAKELAND HIGH SCHOOL
LAQUEY R-V	LAQUEY R-V HIGH SCHOOL
LAQUEY R-V	LAQUEY R-V MIDDLE SCHOOL
LEETON R-X	LEETON HIGH SCHOOL
LESTERVILLE R-IV	LESTERVILLE HIGH SCHOOL
LINCOLN R-II	LINCOLN HIGH SCHOOL
LOUISIANA R-II	LOUISIANA HIGH SCHOOL
LUTIE R-VI	LUTIE HIGH SCHOOL
MACKS CREEK R-V	MACKS CREEK HIGH
MADISON C-3	MADISON HIGH SCHOOL
MALDEN R-I	MALDEN HIGH SCHOOL
MALTA BEND R-V	MALTA BEND HIGH SCHOOL
MAPLEWOOD-RICHMOND HEIGHTS	MAPLEWOOD-RICHMOND HEIGHTS HIGH SCHOOL
MAPLEWOOD-RICHMOND HEIGHTS	MAPLEWOOD-RICHMOND HEIGHTS MIDDLE SCHOOL
MARIES CO. R-II	BELLE HIGH SCHOOL
MARIES CO. R-II	MARIES COUNTY MIDDLE SCHOOL
MARION C. EARLY R-V	MARION C. EARLY HIGH SCHOOL
MEADOW HEIGHTS R-II	MEADOW HEIGHTS HIGH SCHOOL
MIAMI R-I	MIAMI HIGH SCHOOL
MILAN C-2	MILAN HIGH SCHOOL
MORGAN CO. R-I	MORGAN COUNTY R-I MIDDLE SCHOOL

<b>District Name</b>	<b>School Name</b>
NAYLOR R-II	NAYLOR HIGH SCHOOL
NEELYVILLE R-IV	NEELYVILLE HIGH SCHOOL
NEW MADRID CO. R-I	CENTRAL HIGH SCHOOL
NEWTOWN-HARRIS R-III	NEWTOWN-HARRIS HIGH SCHOOL
NIANGUA R-V	NIANGUA HIGH SCHOOL
NORBORNE R-VIII	NORBORNE HIGH SCHOOL
NORMANDY	NORMANDY HIGH SCHOOL
NORMANDY	NORMANDY MIDDLE SCHOOL
NORMANDY	NORMANDY TECH. SCHOOL
NORTH ANDREW CO. R-VI	NORTH ANDREW HIGH SCHOOL
NORTH DAVIESS R-III	NORTH DAVIESS HIGH SCHOOL
NORTH MERCER CO. R-III	MERCER HIGH SCHOOL
NORTH NODAWAY CO. R-VI	NORTH NODAWAY JR.-SR. HIGH SCHOOL
NORTH PEMISCOT CO. R-I	NORTH PEMISCOT SR. HIGH SCHOOL
NORTH ST. FRANCOIS CO. R-I	NORTH COUNTY MIDDLE SCHOOL
NORTHEAST VERNON CO. R-I	NORTHEAST VERNON COUNTY R-I HIGH SCHOOL
NORTHWESTERN R-I	NORTHWESTERN MIDDLE SCHOOL
OSAGE CO. R-II	OSAGE COUNTY MIDDLE SCHOOL
OTTERVILLE R-VI	OTTERVILLE HIGH SCHOOL
PERRY CO. 32	PERRYVILLE SENIOR HIGH SCHOOL
PETTIS CO. R-V	NORTHWEST HIGH SCHOOL
POLO R-VII	POLO HIGH SCHOOL
PORTAGEVILLE	PORTAGEVILLE HIGH SCHOOL
PORTAGEVILLE	PORTAGEVILLE MIDDLE SCHOOL
PULASKI CO. R-IV	RICHLAND HIGH SCHOOL
PURDY R-II	PURDY MIDDLE SCHOOL
PUXICO R-VIII	PUXICO HIGH SCHOOL
RAYTOWN C-2	SOUTH MIDDLE SCHOOL
RISCO R-II	RISCO HIGH SCHOOL
RITENOUR	HOECH MIDDLE SCHOOL
RITENOUR	RITENOUR MIDDLE SCHOOL
RITENOUR	RITENOUR SENIOR HIGH SCHOOL
RIVERVIEW GARDENS	R. G. CENTRAL MIDDLE SCHOOL
RIVERVIEW GARDENS	RIVERVIEW GARDENS SENIOR HIGH SCHOOL
SCOTT CO. CENTRAL	SCOTT COUNTY CENTRAL HIGH SCHOOL
SHELDON R-VIII	SHELDON HIGH SCHOOL
SHERWOOD CASS R-VIII	SHERWOOD HIGH SCHOOL
SHERWOOD CASS R-VIII	SHERWOOD MIDDLE SCHOOL
SIKESTON R-VI	SIKESTON SENIOR HIGH SCHOOL
SLATER	SLATER HIGH SCHOOL
SOUTH PEMISCOT CO. R-V	SOUTH PEMISCOT HIGH SCHOOL
SOUTHLAND C-9	SOUTHLAND HIGH SCHOOL
SOUTHWEST R-V	SOUTHWEST HIGH SCHOOL
SOUTHWEST R-V	SOUTHWEST MIDDLE SCHOOL
SPRINGFIELD R-XII	CENTRAL HIGH SCHOOL
SPRINGFIELD R-XII	PIPKIN MIDDLE SCHOOL
SPRINGFIELD R-XII	REED MIDDLE SCHOOL
SPRINGFIELD R-XII	STUDY MIDDLE SCHOOL
ST. JOSEPH	BENTON HIGH SCHOOL
ST. JOSEPH	LAFAYETTE HIGH SCHOOL
ST. JOSEPH	ROBIDOUX MIDDLE SCHOOL
ST. LOUIS CITY	BEAUMONT HIGH SCHOOL
ST. LOUIS CITY	BLEWETT MIDDLE SCHOOL
ST. LOUIS CITY	BLOW MIDDLE COMMUNITY EDUCATION CENTER
ST. LOUIS CITY	BUNCHE INTERNATIONAL STUDIES
ST. LOUIS CITY	BUSCH/ACADEMIC-ATHLETIC ACADEMY

<b>District Name</b>	<b>School Name</b>
ST. LOUIS CITY	CARR LANE VPA MIDDLE SCHOOL
ST. LOUIS CITY	CENTRAL VISUAL/PERFORMING ARTS HIGH SCHOOL
ST. LOUIS CITY	CLEVELAND NJROTC ACADEMY
ST. LOUIS CITY	COMPTON-DREW ILC MIDDLE SCHOOL
ST. LOUIS CITY	FANNING MIDDLE COMMUNITY EDUCATION
ST. LOUIS CITY	GATEWAY HIGH SCHOOL
ST. LOUIS CITY	HUMBOLDT MIDDLE SCHOOL
ST. LOUIS CITY	LANGSTON MIDDLE SCHOOL
ST. LOUIS CITY	LIFT FOR LIFE ACADEMY
ST. LOUIS CITY	LONG MIDDLE COMMUNITY EDUCATION CENTER
ST. LOUIS CITY	L'OUVERTURE MIDDLE SCHOOL
ST. LOUIS CITY	MEDIA P. WASHINGTON EDUCATION CENTER
ST. LOUIS CITY	NORTHWEST MIDDLE SCHOOL
ST. LOUIS CITY	NOTTINGHAM MIDDLE COMMUNITY EDUCATION
ST. LOUIS CITY	PRUITT MILITARY ACADEMY
ST. LOUIS CITY	ROOSEVELT HIGH SCHOOL
ST. LOUIS CITY	SOLDAN INTERNATIONAL STUDIES
ST. LOUIS CITY	STEVENS MIDDLE COMMUNITY EDUCATION
ST. LOUIS CITY	STOWE MIDDLE SCHOOL
ST. LOUIS CITY	SUMNER HIGH SCHOOL
ST. LOUIS CITY	TURNER MIDDLE SCH. AND BR.
ST. LOUIS CITY	VASHON HIGH SCHOOL
ST. LOUIS CITY	WEBSTER MIDDLE
ST. LOUIS CITY	WILLIAMS MIDDLE COMMUNITY EDUCATION
ST. LOUIS CITY	YEATMAN MIDDLE COMMUNITY EDUCATION
STEELVILLE R-III	STEELVILLE HIGH SCHOOL
STEELVILLE R-III	STEELVILLE MIDDLE SCHOOL
STET R-XV	STET HIGH SCHOOL
STOCKTON R-I	STOCKTON HIGH SCHOOL
STURGEON R-V	STURGEON HIGH SCHOOL
TRENTON R-IX	TRENTON MIDDLE SCHOOL
UNIVERSITY CITY	BRITTANY WOODS
UNIVERSITY CITY	UNIVERSITY CITY SENIOR HIGH SCHOOL
VALLEY PARK	VALLEY PARK MIDDLE SCHOOL
VALLEY R-VI	VALLEY HIGH SCHOOL
VAN BUREN R-I	VAN BUREN HIGH SCHOOL
VERONA R-VII	VERONA HIGH SCHOOL
WELLSTON	BISHOP MIDDLE SCHOOL
WELLSTON	ESKRIDGE HIGH SCHOOL
WHEATLAND R-II	WHEATLAND HIGH SCHOOL
WHEATON R-III	WHEATON HIGH SCHOOL
WINFIELD R-IV	WINFIELD MIDDLE SCHOOL
WOODLAND R-IV	WOODLAND HIGH SCHOOL
WRIGHT CITY R-II	WRIGHT CITY MIDDLE SCHOOL



## Cover Page

Project Title (not to exceed 20 words):			
1. Name of Applicant Institution or Nonprofit Organization			
2. Project Director	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; padding: 5px;">Name</td> <td style="width: 50%; border: none; padding: 5px;">Title</td> </tr> </table>	Name	Title
	Name	Title	
	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%; border: none; padding: 5px;">Address</td> <td style="width: 30%; border: none; padding: 5px;">Telephone Number</td> </tr> </table>	Address	Telephone Number
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E-mail Address			
<table style="width: 100%; border: none;"> <tr> <td style="width: 70%; border: none; padding: 5px;">Signature</td> <td style="width: 30%; border: none; padding: 5px;">Date</td> </tr> </table>	Signature	Date	
Signature	Date		
3. Co-Director (if applicable)	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; padding: 5px;">Name</td> <td style="width: 50%; border: none; padding: 5px;">Title</td> </tr> </table>	Name	Title
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<table style="width: 100%; border: none;"> <tr> <td style="width: 70%; border: none; padding: 5px;">Signature</td> <td style="width: 30%; border: none; padding: 5px;">Date</td> </tr> </table>	Signature	Date	
Signature	Date		
<p>4. Have any individuals with a major role in this project previously received funds under the CBHE Eisenhower grants program or the Cycle-1 DHE Improving Teacher Quality Grant?              Yes ____ No ____</p> <p>Is the proposed project a continuation of a project that previously received funds under the CBHE Eisenhower grants program or the Cycle-1 DHE Improving Teacher Quality Grant?              Yes ____ No ____</p> <p>If the answer to either or both of these questions is yes, Appendix V must be submitted with the proposal.</p>			
<p>5. Address and telephone number where project director may be contacted between January 15 &amp; February 8, 2004.</p>	<p>6. To be completed by an Authorized Officer:              (Institutional contact; name, address, phone &amp; e-mail)</p>		

## Project Abstract

Project Title: \_\_\_\_\_

Project Director(s) and Title(s): 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Academic Department(s): \_\_\_\_\_

Lead Institution: \_\_\_\_\_

Partnership Organizations: 1. \_\_\_\_\_  
(add rows as needed; give  
name and location) 2. \_\_\_\_\_

3. \_\_\_\_\_

Grade-level Focus (e.g. Grades 6-12): \_\_\_\_\_

Anticipated Number of Participants: \_\_\_\_\_ Anticipated Number of Students Impacted: \_\_\_\_\_

Number of 6-hour Days: Summer: \_\_\_\_\_ Academic Year: \_\_\_\_\_

Credit Hours (number) to be Provided: \_\_\_\_\_ Graduate \_\_\_\_\_ CEU \_\_\_\_\_ None

**Project Objectives (150 words, single-spaced):**

**Project Summary (250 words, single-spaced):**

**Timeline for Project (200 words, single-spaced):**

## Instructions for Budget Summary

This page contains instructions for completing the budget form. A **Budget Justification** is also required; instructions for completing the justification follow on the next page along with the rules on **allowable expenses**. In all cases, expenses must be directly related to the professional development experience for the teachers. All monetary support from the partnership and other sources should be listed on the budget form in the **Matching Funds** column. Please do not write anything in the shaded areas. The partnership is expected to contribute at least 20% of the total budget request in matching funds as a sign of commitment to the project. Matching fund commitments may be in the form of stipends, substitute pay, travel reimbursement, classroom or teacher materials, cash, equipment, personnel time, and/or other expenses provided by the institutions, school systems, industry, individuals, and/or other sources.

### 1. PERSONNEL Costs

- A. Personnel: director(s), additional instructor(s) or peer teacher(s), if any, and support staff should be listed individually. After each name, indicate (in parentheses) the role of that person in the project.
- B. Benefits can be paid only to those individuals who are employees of, and who would normally receive benefits from, the partnership. Please specify the benefit rate.

### 2. ADDITIONAL Personnel Costs

This section is for additional personnel, with different benefit rates from those in (1) above.

### 3. PARTICIPANT Costs

A - D. Include only participant costs in this section. List travel or lodging costs for personnel or consultants under "Additional Costs."

E. If course credit is offered to participants, the institution is expected to waive the fees; there should be no fees to the teachers (i.e., charged to the grant). If necessary, the cost to the institution for transcription management may be recovered by a fee of not more than \$50 total per participant. Such fees would be paid either by the participant or by the local school district.

F. Other costs: These costs should be listed individually in the budget justification. Stipends for teacher participants are permitted. The amounts of these stipends can range from \$10/hour to \$12/hour per participant, depending on a number of circumstances. School districts and/or schools are encouraged to tap local funds for teacher stipends and/or substitute teachers, if needed. Note that the DHE *Improving Teacher Quality State Grants* cannot be used to provide substitute teachers for participants from non-public schools. Teacher participant stipends may be written into the budget proposal as a line item under this section, e.g., "33 Teacher participants for 17 days @ \$11/hour = \$37,026.00." One professional development day is expected to last six (6) hours.

### 4. ADDITIONAL Costs

This section is for costs other than salaries and participant expenses. Expenses may be lumped into logical categories, but must be itemized and explained in the budget justification.

### 5. TOTAL DIRECT Costs

This is the total of Items 1 through 4.

### 6. ADMINISTRATIVE Costs

Institutions may recover administrative costs up to a maximum of eight percent (8%).

### 7. TOTAL Costs

This is the sum of DIRECT Costs and ADMINISTRATIVE Costs.

## Budget Summary

INSTITUTION:		<b>Matching Funds</b>	<b>Proposed Teacher Quality Grant</b>	<b>For Agency Use Only</b>
FEIN NUMBER:				
PROJECT DIRECTOR:				
1. PERSONNEL (Director(s), Instructor(s), Peer Teacher(s), Support Staff) (List separately with name and title)				
(A) Salaries				
1.				
2.				
3.				
4.				
(B) Fringe Benefits (at approved institutional rate of _____ %)				
2. ADDITIONAL PERSONNEL (at different benefit rate)				
(A) Salaries				
1.				
2.				
(B) Fringe Benefits (at approved institutional rate of _____ %)				
<b>TOTAL PERSONNEL COSTS</b>				
3. PARTICIPANT Costs (Materials, Books, Travel, etc.)				
A. Materials				
B. Books				
C. Travel				
D. Room and Board				
E. Fees				
F. Other				
<b>TOTAL PARTICIPANT COSTS</b>				
4. ADDITIONAL Costs (List individually and provide narrative detail)				
A.				
B.				
C.				
D.				
E.				
F.				
<b>TOTAL ADDITIONAL COSTS</b>				
5. TOTAL DIRECT COSTS (Sum of Items 1-4)				
6. FACILITIES and ADMINISTRATIVE COSTS (@ Maximum rate of 8% of Item 5)				
7. TOTAL COSTS (Sum of Items 5 and 6)				
PROJECT DIRECTOR(S):	NAME AND TITLE (Please print)	SIGNATURE	DATE	
INSTITUTIONAL VP FOR FINANCE OR AUTHORIZED OFFICER:	NAME AND TITLE (Please print)	SIGNATURE	DATE	

# Instructions for Budget Justification

The **Budget Justification** is an attachment to the Budget Summary. It should include a concise explanation of each budget item as well as any necessary calculations.

## 1. PERSONNEL Costs

Explain how the salary amount for each person was derived:

- a) Provide a calculation of the expected real-time contribution of the person to the project.
- b) Indicate the salary the person receives as a function of his/her regular appointment. Salaries cannot be drawn at a rate higher than that which the individual would normally receive.

Note: If graduate students are employed as project personnel, they should be paid a fair wage in the same manner as other grant personnel. Graduate educational fees for employees cannot be charged to the grant.

## 2. ADDITIONAL PERSONNEL Costs

As above, explain how the salary amount for each person was derived.

## 3. PARTICIPANT Costs

All items must be listed individually, with per-item cost information. Books and materials are limited to those which will actually be needed during the project. It is expected that materials will be purchased as inexpensively as possible and that reasonable effort will be made to obtain materials as an in-kind donation from business or industry whenever possible.

Participants may receive stipends for professional development participation during summer activities as well as academic-year workshops. The stipend is based on \$10-12 per hour for a maximum of six hours per day of organized activity and presupposes the individual's active participation during any period in which the stipend is earned. Preservice teacher participants may be paid \$9 per hour. Participants may not receive any stipend for academic-year workshops for which substitute teacher pay has been provided or for a day their school or district normally pays them. Schools and districts may supply additional stipends to participants as matching funds, as part of their commitment to success.

This program is specifically prohibited from buying full classroom sets of materials for participating teachers. School districts are encouraged to provide materials needed for classroom implementation.

If the grant is to pay participant travel to the workshop, reimbursement is allowed at the sponsoring institution's rate per mile, up to \$0.365. Room and board may constitute a reasonable expense.

## 4. ADDITIONAL Costs

**Capital equipment** purchases are not permitted. All other materials purchased are expected to become the property of the participating teachers, rather than being retained by the lead institution. The cost of the **outside evaluator**, including any required travel expenses, should be no more than 10 percent (10%) of the grant proposal budget. **Consultant fees** may not exceed \$250 per day in addition to any reimbursement for travel, food, and lodging. List the number of days and cost per day. Instructors and peer teachers, if used, are not considered to be consultants; they should be listed as personnel. **Necessary travel for project personnel** to conduct project activities may be listed. No other travel expenses are allowed except for the costs of one or two persons traveling to present information about the project at one statewide meeting.

**Matching Funds:** Provide a brief explanation of the matching funds listed on the Budget Summary sheet.

## Appendix II-A: Collaborative Planning Document

The history and nature of the planning process for the proposed project are to be described in the narrative. The purpose of this document is to confirm that the proposal was developed with the active involvement of teachers from the collaborating middle/secondary schools or school district(s).

Proposal Title: \_\_\_\_\_

Project  
Director(s): \_\_\_\_\_

Lead Institution: \_\_\_\_\_

Partnership Members: \_\_\_\_\_

**Planning Meetings:** (Additional meetings may be listed on a separate sheet.)

Date: \_\_\_\_\_ Location: \_\_\_\_\_

Agenda: \_\_\_\_\_

Participants: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_ Location: \_\_\_\_\_

Agenda: \_\_\_\_\_

Participants: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_ Location: \_\_\_\_\_

Agenda: \_\_\_\_\_

Participants: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **Appendix II-B: Signatures of Participating Teachers, Principals, and Others**

My signature below confirms that I have been an active participant in the proposal planning meeting(s) listed above:

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

School District: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

School District: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

School District: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

School District: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

School District: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

School District: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

School District: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

School District: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

### **Signature of District Subject-Area Specialist (if applicable)**

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

School District: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix II-C: Joint-Effort Document

The proposal must reflect a joint effort between (at minimum) a K-12 school, department or college of education, and a science department. This new federal requirement is intended to ensure that the *Improving Teacher Quality State Grants* activities integrate needed teaching skills with substantive content knowledge. (Note: It is generally assumed that a department/college of education is the primary teacher preparation division/unit of a higher education institution. If an institution has a different organizational structure regarding teacher preparation, please provide a brief description for clarity.)

Joint effort can take a number of forms, ranging from informal discussions about the project to full sharing of administrative and instructional responsibilities. For example, it might involve one or more of the following:

- Each unit/partner is made aware of the proposal and is given an opportunity to provide comments.
- Each unit/partner participates in the planning of the project.
- Instructional staff members are drawn from each unit/partner.
- Each unit/partner plays a role in the evaluation of the project.

### Statement of Joint Effort:

The lead institution hereby provides assurances that this proposal reflects a joint effort between a K-12 school/school district, a department or college of education, and a science department. (If more partners are involved, please provide signatures, titles, and names of representatives of the partners on a separate sheet using the format below.)

### Representative of the K-12 School or School District:

Signature: \_\_\_\_\_ Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_ Date: \_\_\_\_\_

Department: \_\_\_\_\_

### Representative of the Department/College of Education:

Signature: \_\_\_\_\_ Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_ Date: \_\_\_\_\_

Department: \_\_\_\_\_

### Representative of the Science Department:

Signature: \_\_\_\_\_ Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_ Date: \_\_\_\_\_

Department: \_\_\_\_\_



## Appendix III-A: Letters of Commitment

### K-12 Partners

Submit one copy of this form for each participating K-12 school. If two or more schools are in a single school district, one form may be completed by a district administrator on behalf of all participating schools.

As a partner in a project funded by the Cycle-2 *DHE Improving Teacher Quality Grant*, I hereby commit my school or school district to provide access to classroom-level teacher and student demographic and achievement data as requested by the Project Director and/or the External Evaluation Team for the purposes of measuring the impact of federal Title II, Part A, funds.

Examples of data that will be required for evaluation purposes include (but are not limited to):

- teacher interviews
- student interviews
- classroom videotaping
- classroom-level MAP test results (including sub-scores on the 7th and/or 10th grade MAP science tests)
- aggregated building-wide and/or district wide MAP test results
- results of standardized tests administered by the district
- classroom-level science assessments administered in the grade levels participating in the project

The Project Director and **external evaluator** guarantee the confidentiality of student, teacher, and school information in reporting. Analysis of all data collected will be made available to the K-12 partners so that it can be used to improve school or school district achievement in science.

Printed Name: \_\_\_\_\_ Title: \_\_\_\_\_

Signature: \_\_\_\_\_

School District: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix III-B: Letters of Commitment

### Higher Education Partners

Submit one copy of this form for each higher education partner. This form may be completed by a dean of a school/college of education and a dean of the school/college of arts and science or appropriate administrators in these schools/colleges on behalf of participating department faculty or representatives.

As a partner in a project funded by the Cycle-2 *DHE Improving Teacher Quality Grant*, I hereby commit my school/college to data and information about curriculum design and such processes as requested by the Project Director and/or the External Evaluation Team for the purposes of measuring the impact of federal Title II, Part A, funds.

Examples of data/information that will be required for evaluation purposes include (but are not limited to):

- teacher education curriculum design,
- relationship between the teacher preparation unit (i.e. school/college of education) and content-specific units (science department), and
- extent of involvement of the teacher preparation unit in professional development of K-12 educators.

The Project Director and **external evaluator** guarantee the confidentiality of this information in reporting. Analysis of all data collected will be made available to the institution so that it can be used to improve curriculum design processes with the institutions.

Printed Name: \_\_\_\_\_ Title: \_\_\_\_\_

Signature: \_\_\_\_\_

School/College/Department: \_\_\_\_\_ Institution: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix IV: Certificate of Assurances

*To be completed and signed by the chief executive officer of the lead institution*

I hereby provide assurances to the Coordinating Board for Higher Education that if this institution receives a grant under the terms of the *DHE Improving Teacher Quality Grant*, it will:

- Conduct the professional development program or teacher education activities as described in this *Request for Proposals*;
- Provide institutional or organizational funding and resources as stated in this *Request for Proposals*;
- Comply with the state requirement to audit the grant-funded program in accordance with OMB Circulars A-122, A-128 or A-133, as appropriate, and, within 60 days of the completion of the audit, to supply the Coordinating Board for Higher Education with a copy of the audit report and any findings for each fiscal year in which those grant monies were expended;
- Keep all records necessary for fiscal and program auditing and give the Missouri Coordinating Board for Higher Education, the federal sponsoring agency, and/or the state auditor, through any authorized representative, access to, and the right to examine, all records, books, papers, or documents related to the grant;
- Retain all fiscal records for a period of five years after the end-date of the grant;
- Comply with all regulations and requirements of the *DHE Improving Teacher Quality Grant*;
- Comply with the administrative procedures of the Coordinating Board for Higher Education and of the United States Department of Education;
- Use funds from the *DHE Improving Teacher Quality Grant* only to supplement, and not to supplant, funds from non-federal sources;
- Take advantage of opportunities to provide greater access to science disciplines by historically underrepresented groups;
- Comply with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000(d)), prohibiting employment discrimination where discriminatory practices will result in unequal treatment to persons who are or should be benefiting from the grant-aided activity; and
- Ensure equitable participation of faculty and students from nonpublic schools to the extent feasible.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Title: \_\_\_\_\_

Institution: \_\_\_\_\_

## Appendix V: Previous Project Outcomes

This form must be completed if any individuals with a major role in this project previously received funds under the CBHE Eisenhower grants program or the Cycle-1 *DHE Improving Teacher Quality Grant*, or if the proposed project is a continuation of a project that previously received funds under the either of these two grant programs. Limit the summary to one page per previous project. Submit one copy of the form for each individual and/or project to which it applies.

Past Project Title: \_\_\_\_\_

Past Project Director(s): \_\_\_\_\_

Year(s) in which DHE/CBHE funding was obtained: \_\_\_\_\_

**Summary of the previous project's goals, activities, and outcomes:**